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SALARY STUDY
UNIVERSITY OF WISCONSIN AND STATE COLLEGES, 1957-58

Introduction

How to obtain and hold competent teachers is probably the most baffling problem facing higher education today. The demand for comprehensively trained personnel to operate and expand our technological society has outrun the supply. More and more colleges and universities find themselves in an unfavorable competitive situation. Not only are their existing staffs being depleted by attractions in other occupations, but all too frequently new talent produced finds teaching unattractive. Higher education is being priced out of the market.

The public seems unaware of the changed conditions and does not understand the "long-range role of higher education in providing for the needs of tomorrow." The future strength of America in large measure rests on the ability of colleges and universities to hold and attract qualified people. This will be possible only when the citizenry is made aware of the need for raising the prestige and morale of the teaching profession.

Fully cognizant of the threat that a lowering of teaching performance will result in second-rate education for larger numbers of Wisconsin youth, the Coordinating Committee, more than a year ago, directed the Joint Staff to make a study of faculty salaries.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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College Faculty Salaries 1957-58

"The average salary for college faculty members in the United States this year is $6,120.....Average faculty salaries in public colleges and universities range from $5,110 for instructors to $8,530 for full professors: in private institutions, the average is $4,230 for instructors and $7,360 for full professors."

This is the conclusion of the recent report of the Office of Education entitled "Higher Education Planning and Management Data, 1957-58."* The study is based upon information supplied by 1146 colleges and universities, having more than 80 per cent of all higher education enrollments. It is probably the most extensive analysis ever made of college salary practices.

Some indication of the range of mean salaries can be gained from Table I.

Table I.

Table I

Mean Salaries of Faculty Personnel Employed
No More Than Ten Months, 1957-58.

	Public			Private	
	Univers-ities	Lib.Arts Coll.	Teachers Coll.	Univers-ities	Lib.Arts Coll.
Professor	$8,940	$8,520	$7,440	$8,860	$6,540
Associate Prof.	6,980	6,910	6,430	6,660	6,440
Assistant Prof.	5,850	6,020	5,660	5,490	4,760
Instructor	4,780	4,970	4,880	4,520	4,110

A more comprehensive picture of the current situation is found in Table II (pages 3 and 4) in which salaries are reported as maximum and minimum mean, first, second (median) and third quartile salaries, and the

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*Bokelman, W. R., "Higher Education Planning and Management Data 1957-58," U.S. Department of Health, Education and Welfare, Circular No. 517.

Table II

Salaries of Faculty Personnel Employed No More Than Ten Months, With Number of Institutions Reporting, Number Employed, and Salary Gradations: Total U.S. and North Central Region, 1957-58

Public

		U.S. Total			North Central Total		
		Universities	Lib.Arts Coll.	Teachers Coll.	Universities	Lib.Arts Coll.	Teachers Coll.
Professor							
Number:	Institutions	54	51	93	14	7	23
	Individuals	5,603	1,536	1,826	2,001	262	584
Salary:	Maximum mean	12,350	12,950	9,250	11,950	9,150	9,150
	Third quartile mean	10,060	9,950	8,290	10,370	9,080	8,080
	Median mean	8,680	8,080	7,440	9,730	7,610	7,620
	First quartile mean	7,440	6,550	6,660	8,420	6,600	7,280
	Minimum mean	5,750	4,950	4,850	6,850	5,750	4,850
	Mean	8,940	8,520	7,440	9,570	7,740	7,520
Associate Professor							
Number:	Institutions	54	54	95	14	7	23
	Individuals	5,293	1,848	2,360	1,959	292	802
Salary:	Maximum mean	9,450	9,650	7,950	8,650	7,650	7,550
	Third quartile mean	7,540	7,740	7,030	7,840	7,110	7,110
	Median mean	6,840	7,080	6,700	7,410	7,060	6,800
	First quartile mean	6,280	5,540	5,790	6,830	6,570	6,310
	Minimum mean	4,950	3,950	4,150	5,750	5,250	4,950
	Mean	6,980	6,910	6,430	7,370	6,710	6,660
Assistant Professor							
Number:	Institutions	54	54	94	14	7	23
	Individuals	6,881	2,930	3,420	2,552	367	1,528
Salary:	Maximum mean	8,050	8,450	7,250	7,050	6,350	6,450
	Third quartile mean	6,240	6,410	6,090	6,460	6,100	6,200
	Median mean	5,790	6,270	5,890	6,020	6,010	6,080
	First quartile mean	5,460	5,240	5,250	5,670	5,580	5,870
	Minimum mean	4,250	3,250	3,550	5,150	4,650	4,850
	Mean	5,850	6,020	5,660	6,030	5,780	5,910
Instructors							
Number:	Institutions	54	54	88	14	7	23
	Individuals	4,651	1,911	1,489	1,951	237	632
Salary:	Maximum mean	6,550	6,750	7,050	6,450	5,950	5,850
	Third quartile mean	5,100	5,810	5,290	5,120	5,250	5,320
	Median mean	4,700	4,770	4,860	5,020	5,090	5,140
	First quartile mean	4,410	4,080	4,470	4,650	4,550	4,650
	Minimum mean	3,450	2,650	3,150	3,650	3,750	4,150
	Mean	4,780	4,970	4,880	4,940	4,910	5,050

Source: Bokelman, W.R., op. cit., pp. 31-35.

(continued)

Private

		U.S. Total		North Central Total	
		Universities	Lib. Arts Coll.	Universities	Lib. Arts Coll.
Professor					
Number:	Institutions	39	326	7	106
	Individuals	2,714	4,351	303	1,244
Salary:	Maximum mean	13,850	10,850	9,350	10,650
	Third quartile mean	9,730	7,400	9,250	6,850
	Median mean	8,510	6,290	7,890	6,200
	First quartile mean	7,800	5,500	6,450	5,340
	Minimum mean	5,150	2,550	5,550	3,550
	Mean	8,860	6,540	7,720	6,210
Associate Professor					
Number:	Institutions	39	325	7	102
	Individuals	2,215	3,772	292	1,191
Salary:	Maximum mean	9,050	8,050	7,150	6,850
	Third quartile mean	7,190	6,000	6,640	5,860
	Median mean	6,570	5,380	6,230	5,370
	First quartile mean	6,210	4,890	5,610	4,910
	Minimum mean	4,850	2,550	4,850	3,050
	Mean	6,660	6,440	6,240	5,340
Assistant Professor					
Number:	Institutions	39	331	7	106
	Individuals	2,872	4,942	487	1,478
Salary:	Maximum mean	6,550	6,450	5,950	5,750
	Third quartile mean	5,730	5,180	5,620	5,120
	Median mean	5,580	4,840	5,440	4,840
	First quartile mean	5,360	4,360	5,130	4,400
	Minimum mean	4,250	2,250	4,350	2,750
	Mean	5,490	4,760	5,370	4,720
Instructors					
Number:	Institutions	38	322	7	105
	Individuals	1,843	3,374	265	872
Salary:	Maximum mean	5,150	5,550	4,850	5,050
	Third quartile mean	4,770	4,480	4,750	4,540
	Median mean	4,600	4,220	4,680	4,340
	First quartile mean	4,410	3,860	4,510	4,040
	Minimum mean	3,550	1,250	3,750	1,250
	Mean	4,520	4,110	4,620	4,250

mean salaries. In order to judge the validity of the distribution, the number of institutions involved and the number of faculty individuals included are also shown. The North Central area, of which Wisconsin is a part, is recorded separately.*

Many interesting comparisons can be made from the salary tables. Wide variations exist among the institutions. The maximum mean salary of professors in the highest-paying private universities is $13,800; in public universities $12,350. In the lowest-paying private universities the mean salary for professors is $5,150 as compared to $5,750 in public universities. The average for all full professors in public universities is $8,940; in private universities $8,860. At the other end of the salary scale is the instructor. In public universities the range of averages runs from $3,450 to $6,550; in private, from $3550 to $5,150.

"Among the lowest fourth of public universities, salaries average $7,440 for full professors, $6,280 for associate professors, $5,460 for assistant professors, and $4,410 for instructors."

Liberal arts and teachers colleges, public and private, do not match the salary levels of the university professor.** At the other ranks, especially in the public liberal arts colleges, the mean salaries may equal or slightly exceed university levels. The top fourth of full professors in public liberal arts colleges average $9,950; the lower fourth, $6,550.

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*The states; Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South and North Dakota. In this region, 341 of 555 institutions reported, representing 716,000 of the 858,000 students enrolled.

**The maximum mean is higher in public liberal arts colleges.

The mean salary of associate professors about equals the university level: the assistant professors and instructors will average higher.

Mean salaries ($7,440) of full professors in public teachers colleges are $1,500 below the level of those in public universities. Even the upper fourth do not attain the mean level of the university professor. The discrepancies tend to disappear at the other academic ranks. The mean salaries are: professor $7,440, associate professor $6,430, assistant professor $5,660, and instructor $4,880.

Salarywise, the private liberal arts colleges occupy the lowest rung of the national salary ladder. The mean salary of a full professor is $6,540, the associate professor $6,440, the assistant professor $4,760, and the instructor $4,110.

Up to this point the salaries given are national averages. There are, on the other hand, wide regional differences. In order to provide for comparisons to be made later in this study, the salaries paid in the North Central Region, of which Wisconsin is a part, are recorded in Table II.

In view of the information presented in the preceding paragraphs, it is evident that only one-in-eight, at the most one-in-seven college teachers can expect to earn $7,500 yearly at current rates.

When compared to other occupations, the average salary of a college instructor (less than $5,000) is comparable to that of the airline stewardess, the shipping clerk, and the plumber's helper. At a salary of less than $6,000 the assistant professor ranks below the newspaper reporter, the pattern maker, the auto mechanic, the senior draftsman, and the elementary school teacher in our larger cities. The associate professor, averaging about $6,750, is

poorer salarywise than the life insurance agent, the railway conductor, the chef, the lather, and the stonemason. He is bracketed with the plumber, the electrician, the junior bank executive, the railroad brakeman, the painter and the oil driller. On the top of the salary scale are the bank executives, physicians, dentists, lawyers, accountants and a number of engineering professions. The average salary in these occupations far exceeds that of the university professor.

It is not unusual for new college graduates to receive higher paying positions than the teachers who have prepared them. The high salary that a young graduate with no experience is able to obtain in private industry is significant when consideration is given to the amount of experience and academic training required of the college teacher for the same remuneration. A recent study of thirty-eight state colleges in the midwest, including Wisconsin, revealed that forty-four per cent of the teachers in all ranks had more than ten years teaching experience and thirty-six per cent held the doctorate. Only two per cent were beginning teachers and only five per cent had less training than the master's degree.*

Analyzing the salaries paid to 1957 graduates of Wisconsin colleges and universities it was found that engineering, physics and mathematic graduates with the bachelors' degree received higher median salaries ($5,500 upward) than those of the average Wisconsin State College ($5,423) and University instructor ($5,024). Graduates in agriculture, commerce and the social sciences received starting salaries somewhat below those of the instructor.

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*H. M. Silvey, A Cooperative Survey and Analysis of Faculty Salaries in 38 Midwest Colleges.

Graduates with the master's degree in engineering, physics and mathematics were able to secure starting salaries averaging better (over $6,300) than those received by State College ($6,090) and University assistant professors ($6,134). The average beginning salary (over $8,000) of the engineer, chemist, or physicist receiving a doctorate in 1957 was exceeded only by the average salary of the University of Wisconsin professor.

Fringe Benefits

Employee benefits have become a significant aspect of American economic life. While one of the major considerations of a faculty member in his acceptance of and continuation in a teaching position is his salary, various fringe benefits can and do act as inducements to attract and hold well-qualified members. In many colleges and universities, especially private institutions, the cost of benefit programs is ten per cent of the total salary expenditures.

The frequency with which benefits are available to employees in 1146 colleges and universities is summarized in Table III (page 9). The tabulation indicates that private institutions are more generous than tax supported institutions.

Retirement annuities other than social security (OASI), group hospitalization, major medical coverage, accident insurance, health service, life insurance, reduction of tuition to dependents' children, discounts on purchases, and loan funds are more frequently provided without cost to the employee by private institutions than by public ones. The same situation prevails where costs are shared by the employee and the institution. Public institutions are more likely to provide sick leaves with pay and where costs are shared, retirement annuities other than social security and sabbatical leaves are more frequent.

Table III

Frequency of Benefits Available in Public and Private Institutions

Specific fringe benefit	Provided by the institution		Cost shared		Service not subsidized by institution	
	Public	Private	Public	Private	Public	Private
Social Security (OASI)			70.0	89.5		
Retirement Annuity other than OASI	3.6	11.9	77.9	65.1	11.2	1.6
Group Hospitalization	1.3	8.8	16.7	23.9	74.1	59.1
Major medical coverage	1.6	5.8	8.5	10.7	42.0	16.1
Accident insurance	15.9	20.3	8.0	9.1	26.3	8.7
Health service provided by the institution	7.1	12.9	4.7	7.0		
Life insurance	2.7	12.8	18.8	34.0		
Sabbatical leaves	23.4	24.3	25.2	19.0		
Vacations with pay	87.5	89.8				
Sick leaves with pay	91.1	79.0	3.8	5.1		
Reduction of tuition to employee's dependents	7.8	55.5	3.4	19.2		
Discounts on purchases	5.8	35.8	.7	5.7		
Providing housing for many employees			6.9	21.3	11.2	11.8
Loan fund for sizable purchases	2.2	15.8				
Significant recreation facilities	14.3	17.2	4.5	3.8		

Source: Bokelman, W. R., op. cit., p. 56.

When compared with its neighboring states, Wisconsin ranks on a par in its policy of fringe benefits with the exception of its retirement and leave of absence policies which are less adequate than those of most of the surrounding states.*

Wisconsin ranks somewhat lower than its neighboring states in its retirement benefits. There is no death benefit other than the return of funds which the member contributed to the retirement system.

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*See Howell, C. E., "Survey of Fringe Benefits in State Colleges in Selected Midwestern States."

Only one of the surrounding states pays part of the cost of medical insurance premiums. The others, like Wisconsin, offer hospitalization and medical coverage at group rates payable by the employee. Wisconsin is one of a number of states in the midwest offering a plan of group life insurance in which the state pays a part of the premium. This plan, established by the 1957 legislature, provides for $1,000 term insurance for each $1,000 of salary.

Wisconsin and one of its neighboring states do not grant leaves with pay. The other states customarily grant one semester at full pay or one year at half pay after six years of service. Wisconsin's sick leave policies are substantially as liberal as other states.

Economic Status

No report of salaries would be complete without some reference to the economic status of the college teacher. While studies indicate that the average faculty salary increased 20 per cent from 1947 to 1954 and a further increase of 20 per cent has been made in the past three years, the gains represent only modest progress in relation to the cost of living. The overall picture is one of economic deterioration.

The purchasing power of the 1935-39 dollar fell to 49.8 cents in 1957. On a per capita basis, Americans in 1957 had on the average and before taxes, dollar increases which were about 263 per cent above the average of 1939. When adjustments for price changes are made, the real personal income per capita was approximately 79 per cent above the 1939 average.

College teachers as a group have not shared in the increased productivity of the nation. Furthermore, there is evidence to indicate that in terms of purchasing power their 1957 salaries bought less than their 1939 salaries.

This is especially true in the higher academic ranks which contain the older and less mobile persons in the profession.

Equally significant for future planning in higher education is the fact that in the past two decades the income relationship between the learned professions has been altered profoundly. As indicated in Table IV lawyers, dentists and physicians have made substantial gains. "In spite of the efforts made to improve instructional salaries in recent years, the margin of monetary advantage of the other learned professions has tended to grow wider and wider and so to perpetuate and extend the relationships developed so inadvertently in the early phases of this inflation."*

Table IV

Estimated Changes in Real Income Since 1939*

	1939	1957
U.S. per capita	100	179
Physicians	100	198
Dentists	100	154
Lawyers	100	134
Instructional salaries	100	92

The failure of higher education to provide adequate salaries can only mean that the profession cannot maintain itself in quality or recruit the numbers needed to cope with the impending rise in enrollments.

Supply and Demand of College Teachers

The shortage of competent teachers that has plagued the elementary and secondary schools of the nation has now reached the colleges and universities. In terms of academic preparation the institutions of higher education have

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*"Instructional Salaries in 39 Selected Colleges and Universities." American Association of University Professors Bulletin, March 1958.

been steadily losing ground. With the supply of acceptable candidates limited and enrollments soaring, it is likely that only institutions supporting high salary scales and ideal working conditions will be able to maintain academic standards. All others will experience deterioration and may become second-class institutions.

The total number of doctor's degrees has increased from 2,930 in 1938 to 9,000 in 1955, and 8,820 in 1956. If all were available to higher educational institutions, no shortage would exist. However, a number of factors reduce the supply. About 1 in 3 of the doctor's degree recipients are already employed in occupations to which they return, and are unavailable for teaching. Of the remaining 6,000, about 1 in 3 will enter non-educational occupations, and about 500 will find employment in fields related to education. Thus, the original class of 9,000 profited the colleges and universities by about 3,500 persons.*

The percentage of doctor's degree graduates entering teaching in 1955 and 1956 is shown in Table V (page 13). It is high in English, foreign languages, fine arts, health education, home economics, and the social sciences; low in engineering, psychology, and the physical sciences.

Unable to balance the supply of highly trained candidates with the growing demand, college employing officials have been forced to lower their standards yearly. Records available for the past four years indicate that 31.4 per cent of all new full-time teachers employed in 1953-54 held the doctor's degree. In 1956-57 the number fell to 23.5 per cent. During the

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*"Teachers for Our Colleges," National Education Association Research Bulletin, Vol. 36, No. 1.

Table V

Doctor's Degree Graduates Who Entered Educational Occupations, By Field of Preparation, 1955 and 1956

Field of preparation	Number	Per Cent entering educational service
Agriculture	290	63.1
Biological sciences	399	67.9
Education (Ph.D.)	225	87.6
Education (Ed.D.)	459	90.4
Engineering	314	27.4
English	171	92.4
Fine Arts:		
Music	25	84.0
Speech and dramatics	83	86.7
All other fine arts	14	85.7
Foreign languages	94	90.4
Geography	29	79.3
Health and medical sciences	239	55.6
Home economics	28	89.3
Industrial and vocational arts	6	83.3
Journalism	4	100.0
Law	2	50.0
Library science	5	100.0
Mathematics	163	67.5
Philosophy	46	80.4
Physical and health education	38	94.7
Physical sciences:		
Chemistry	940	25.7
Physics	362	40.6
All other physical sciences	174	31.6
Psychology	531	38.6
Religion	116	67.2
Social Sciences:		
Basic		
Economics	86	68.6
History	133	90.2
Political science	100	85.0
Sociology	105	79.0
Applied		
Business and commerce-accounting	4	100.0
Business and commerce-all other	47	74.5
All other social sciences	51	72.5
Miscellaneous	24	50.0

Source: "Teachers for Our Colleges," National Educational Association, Research Bulletin, Vol. 36, No. 1.

same period, 18.2 per cent of the new full-time teachers employed in 1953-54 had not achieved master's degree status. By 1956-57 this figure rose to 23.1 per cent, (see Table VI).

Table VI

Per cent of Full-Time Teaching Staff at High and Low Levels of Preparation (1953-54), Compared With the Full-Time Teachers Employed 1953-54 to 1956-57.

	Holding doctor's degree	Holding less than master's degree
Total staff 1953-54	40.5	10.4
New in 1953-54	31.4	18.2
New in 1954-55	28.4	19.2
New in 1955-56	26.7	20.1
New in 1956-57	23.5	23.1

Wisconsin State College and University of Wisconsin
Salaries 1957-58

The mean salaries paid by the University of Wisconsin (including Milwaukee) and the State Colleges are recorded in Table VII.

Table VII

Mean Salaries University of Wisconsin (including Milwaukee) and State Colleges, Academic Year 1957-58

	University of Wisconsin	State Colleges
Professor	$9,976	$7,694
Associate Professor	7,511	6,842
Assistant Professor	6,104	6,090
Instructor	5,029	5,423

The University, when compared with public universities throughout the nation, has a higher salary level. It exceeds the national average by $1,036 at the level of full professor, $431 at the level of associate professor, and approximately $250 at the other levels.

When compared with public universities in the northcentral region, the advantage tends to disappear, and is only $400 for the full professor, $200 for the associate professor, and about $100 for the assistant professor and the instructor.

However, the University of Wisconsin as a topflight institution, must compete in recruiting and maintaining staff, with a small number of institutions in the nation. Table VIII and Chart I report mean salaries by academic ranks for The Big Ten. It shows that the University of Wisconsin holds only a middle position.

The average salary of the highest-paying Big Ten school at the rank of professor exceeds the University of Wisconsin average by more than $2,000. Four other universities exceed the University of Wisconsin.

Six schools in the Big Ten exceed the University salary level for associate professors, with the top ranking school paying $937 more than the University.

The mean salary of an assistant professor at Wisconsin is about $700 less than the average paid in the school ranking at the top. Only three Big Ten schools, average below the University of Wisconsin level.

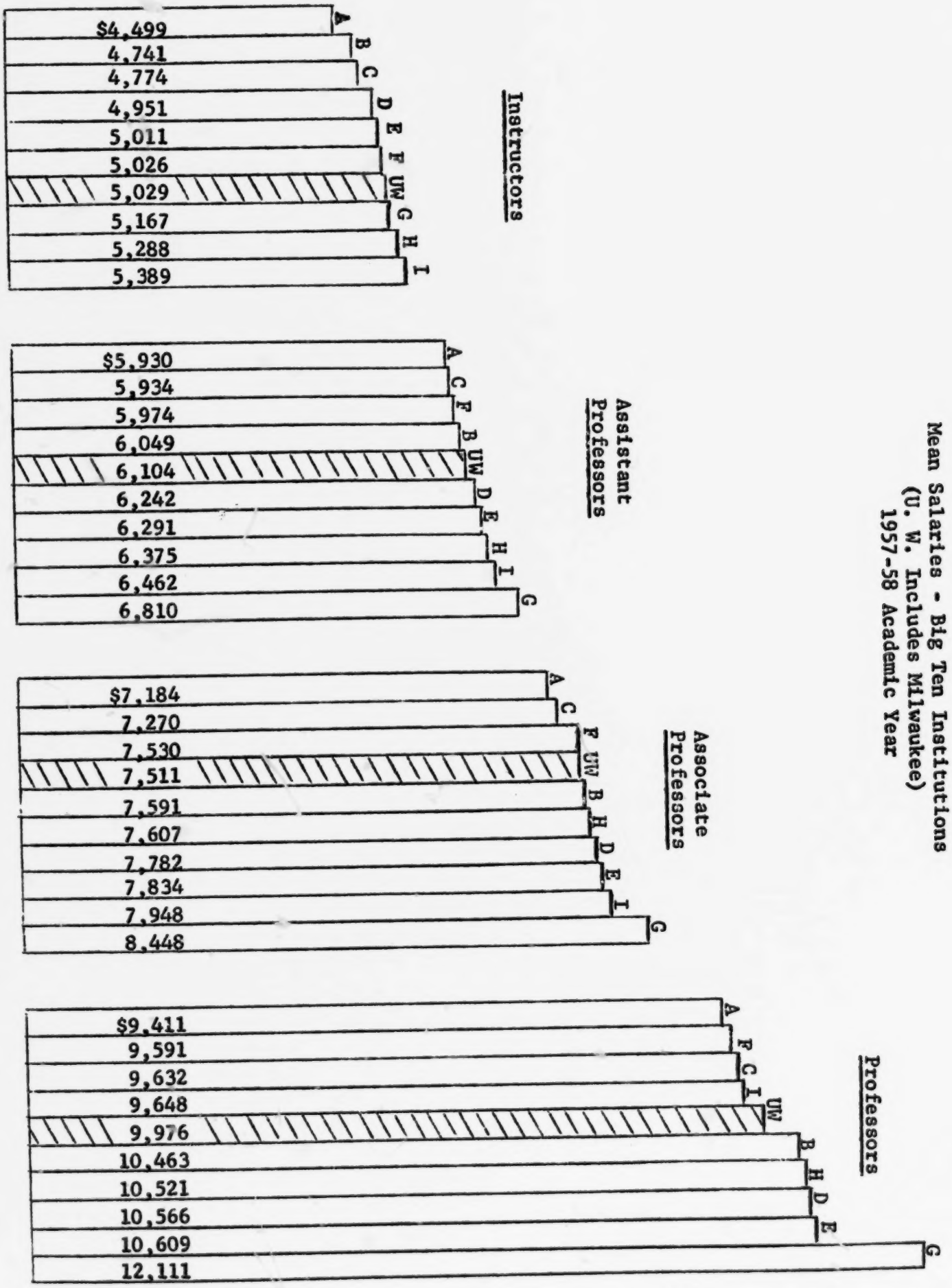
Table VIII

Mean Salaries For Big Ten Schools
Academic Year 1957-58

	Professor	Associate Professor	Assistant Professor	Instructor
University A	$ 9,411	$7,184	$5,930	$4,499
University B	10,463	7,591	6,049	4,741
University C	9,632	7,270	5,934	4,774
University D	10,566	7,782	6,242	4,951
University E	10,609	7,834	6,291	5,011
University F	9,591	7,530	5,974	5,026
University G	12,111	8,448	6,810	5,167
University H	10,521	7,607	6,375	5,288
University I	9,648	7,948	6,462	5,389
Wisconsin	9,976	7,511	6,104	5,029

Chart I

Mean Salaries - Big Ten Institutions
(U. W. Includes Milwaukee)
1957-58 Academic Year



The Wisconsin State College mean salaries compare favorably with the national averages established for public liberal arts colleges, except at the level of full professor, which is $825 below the national norm. At the level of instructor the Wisconsin schools are $543 above the national average. Generally, their mean salaries are slightly above those established for public teachers colleges.

In the northcentral region, the Wisconsin State Colleges slightly exceed the regional averages of both public liberal arts and teachers colleges.

In each salary bracket they are more than $1,000 above the mean salaries of the private liberal arts colleges.

The State Colleges face a situation similar to that of the University of Wisconsin in that their competition for staff members is with institutions in states containing Big Ten universities. When compared with these state colleges they are at a disadvantage.

As shown in Table IX and Chart II (pages 17 and 18), the average salary of the full professor is $7,694, approximately $1,000 below the level of the state that ranks at the top in this salary bracket. Five of the seven states have higher averages than Wisconsin.

The average salary of the associate professor in the Wisconsin State College system is $6,842. Three states exceed this average, with the highest about $400 above Wisconsin.

Though ranking third at the assistant professor level, the Wisconsin State College assistant professor is $900 below the level achieved by the highest ranking state. Only at the level of the instructor does the Wisconsin faculty employee rank near the top.

Table IX

Mean Salaries For State Colleges In Seven Midwestern States
Academic Year 1957-58

	Professor	Associate Professor	Assistant Professor	Instructor
Illinois	$7,829	$6,569	$5,989	$5,275
Indiana	8,035	6,940	6,009	5,078
Iowa	7,714	6,815	5,915	5,024
Ohio	7,969	6,711	5,790	4,784
Michigan	8,634	7,339	6,987	5,324
Minnesota	7,602	6,778	6,135	5,472
Wisconsin	7,694	6,842	6,090	5,423

Note: The mean salaries computed from Silvey, H.M., "A Cooperative Survey and Analysis of Faculty Salaries in 38 Midwest Colleges in 11 States." Ohio salaries by permission of the National Education Association.

The state supported institutions of Wisconsin are also in competition with colleges and universities in many other parts of the country. Salaries paid in some of the other states are listed below.

Table X

	Professor	Associate Professor	Assistant Professor	Instructor
		State Colleges*		
Wisconsin	$ 7,694	$6,842	$6,090	$5,423
California	10,473	7,670	6,360	5,514
New York	8,434	6,970	5,755	3,500
New Jersey	8,693	7,040	5,543	4,771
Oregon	9,275	7,516	6,315	5,101
Washington	8,442	6,993	5,880	5,138
		Universities**		
Wisconsin	9,976	7,511	6,104	5,029
California (Arts & Sciences only)	12,362	8,532	6,664	5,411

*Source: National Educational Associations

**Additional data will be presented for public universities.

Chart II

Mean Salaries - State Colleges
In Seven Midwestern States
1957-58 Academic Year

Instructors

Ohio	4,784
Iowa	5,024
Indiana	5,078
Illinois	5,275
Michigan	5,324
Wisconsin	5,423
Minnesota	5,472

Assistant Professors

Ohio	5,790
Iowa	5,915
Illinois	5,989
Indiana	6,009
Wisconsin	6,090
Minnesota	6,135
Michigan	6,987

Associate Professors

Illinois	6,569
Ohio	6,711
Minnesota	6,778
Iowa	6,815
Wisconsin	6,842
Indiana	6,940
Michigan	7,339

Professors

Minnesota	7,602
Wisconsin	7,694
Iowa	7,714
Illinois	7,829
Ohio	7,969
Indiana	8,035
Michigan	8,634

Some effort has been made to estimate the effect of the 1958-59 salary increases upon the salary levels established in this study. At the time of the writing of this report the following average sums per staff member were available for distribution to the faculties in the state colleges: Illinois $720, Iowa $326, Minnesota $300, Wisconsin $225, Michigan $200. A report on Big Ten practices will be made at a later date.

Conclusion

It is quite evident that colleges and universities are no greater than the competency of their faculties.* In most instances these individuals do more than teach. They represent the nation's richest single resource.

Salaries paid by institutions of higher education have failed to keep pace with the inflationary spiral and salary advances in other fields. As a result, colleges and universities are being priced out of the market, unable to compete for fully-qualified persons.

Unless salaries are raised substantially, American higher education must seek a lower level of achievement.

The University of Wisconsin and the State Colleges have contributed much to the development of the human resources of this State. Wisconsin citizens have not permitted their Colleges and Universities to be second-rate institutions. It is reasonable to believe that they will continue to demand the best for their children and themselves, and that they will provide ample salaries for the faculties and personnel of their institutions.

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*It should be recognized that in the college community many non-instructional personnel influence the learning of students--librarians, laboratory assistants, union managers, counselor, etc.